![FoodSafety4EU — Multi-stakeholder platform for food safety in Europe]

VIRTUAL SOCIAL LABS

A GUIDE FOR DIGITAL CO-CREATION PROCESSES

FoodSafety4EU
MULTI-STAKEHOLDER PLATFORM
FOR FOOD SAFETY IN EUROPE

Include, shape, act!

The following guide aims at presenting a key exploitable result developed within the **FoodSafety4EU** project, a Coordination and Support Action funded by the EU's Research and Innovation Horizon 2020 programme.

23 project partners and 50+ supporting partners of the Horizon 2020 funded project "FoodSafety4EU" are generating value to shape the EU Food Safety System (FSS) of the future by consolidating the network in the EU Food Safety platform, and gathering major actors from different levels from the EU FSS: institutions, authorities, EU Agencies, policy makers, research and academia, industry, enterprises, consumers, citizens and umbrella organizations.

The overall mission of the **EU FOOD SAFETY PLATFORM** is to become a Knowledge/Competence Centre for Food Safety in Europe supporting the transformation towards a SAFE and SUSTAINABLE food system, by facilitating connections and cooperation among the platform members in a multi-level interactive participatory process. The platform aims at participating in the EU dialogue on food safety by providing updated knowledge and toolkits, by joining high-level expert groups, by sharing tested multi-actor approaches developed by the **FoodSafety4EU** project partners, using digital tools, and hosting any pilot action. It is open to collaboration and to enlarge its network, through available membership options for organizations and individuals

A multi-stakeholder group of selected experts has been involved in a structured participatory process, facilitating collaboration, communication, and co-creation. The group has developed together and proposed new approaches, methodologies, collective documents, models to improve the European Food Safety Systems of the future, from a multi-actor perspective.

The guide describes the methodology applied to generate and feed collaboration in a virtual space.

The document is available on the FS4EU platform Key Exploitable Results page.

VIRTUAL

SOCIAL

LABS

A GUIDE
FOR DIGITAL
CO-CREATION
PROCESSES

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1 :: INTRODUCTION

Welcome to the world of Social Labs, where innovation meets collaboration and real-world problem-solving.

This guidebook is designed to support researchers who are interested in implementing Social Labs, drawing inspiration from the Food Safety Operational Labs (FSOLabs) implemented as part of the project FoodSafety4EU, https://foodsafety4.eu/.

Whether you're working in food safety or any other field, this guidebook provides practical guidance based on real-life experiences.
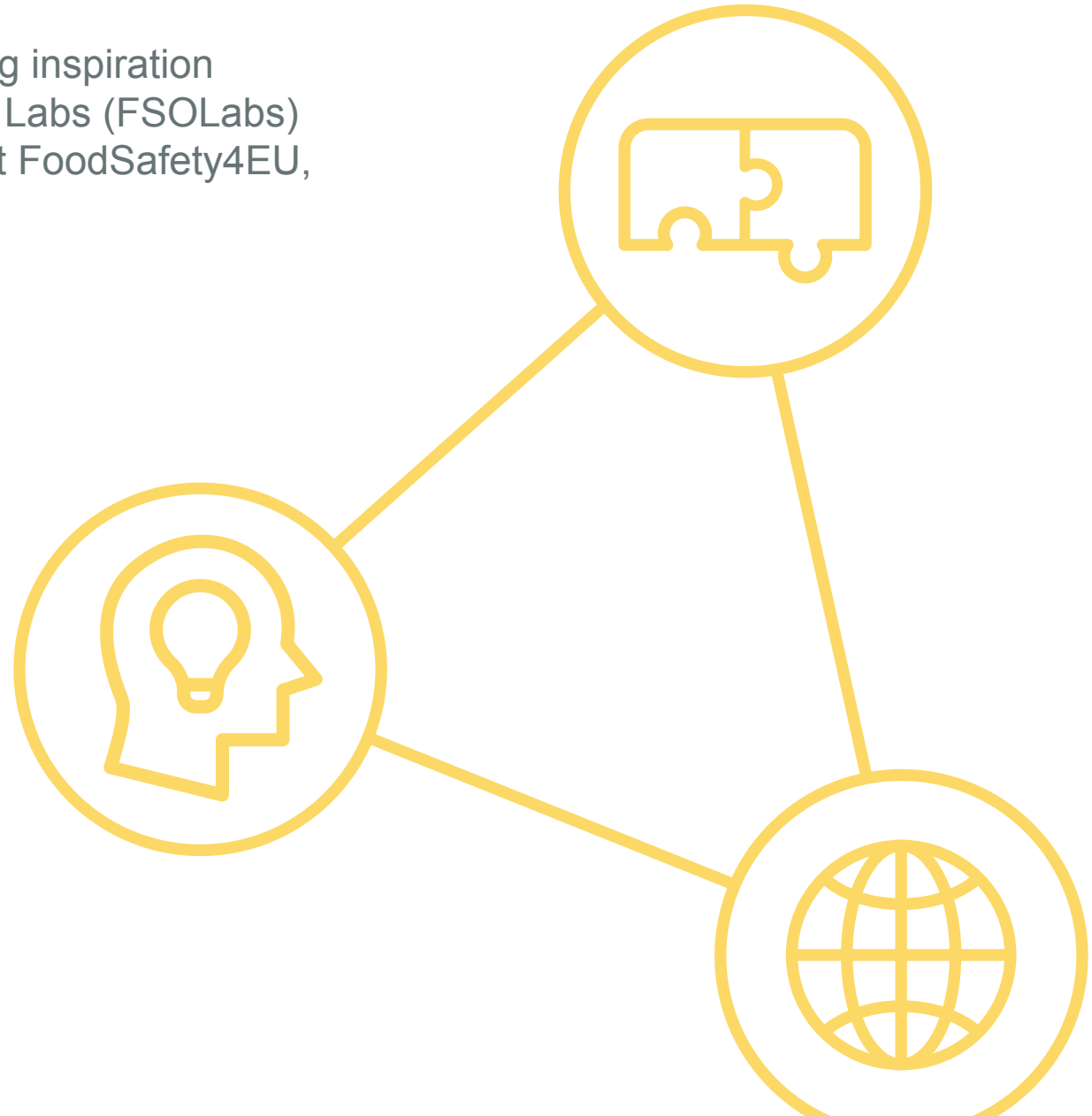
2 :: WHY USE THIS GUIDE?

This guide is a valuable resource for social researchers and all searching for co-created solutions for complex problems. Here's why a Social Lab should be on your radar:

Gain Insights:
Benefit from first-hand experiences of a Social Lab process conducted in an online setting.

Practical Guidance:
Find step-by-step instructions and tips to implement your own Social Lab.

Versatile Application:
While the guidebook is based on FSO-Lab processes, it is applicable to various topics and fields.

Why to conduct Social Labs?

Social Labs provide a safe space for testing prototypes, pilots, and potential solutions, fostering an environment of innovation and learning.

Unlike closed laboratory environments, Social Labs are embedded in the real world. This integration enables the testing of ideas and prototypes in actual social settings, promoting sustainable implementation and uptake.

Social Labs engage diverse stakeholders and individuals affected or interested in addressing social challenges. They bring together expertise from various fields and foster collaboration among different perspectives.

Social Labs aim to drive systemic change by addressing the root causes of problems rather than merely treating the symptoms. They seek to transform the entire system, leading to longlasting impact.

Social Labs embrace an iterative process, allowing for multiple iterations, adaptations, and continuous learning. Learning processes and the empowerment of participants are central to the Social Lab experience.
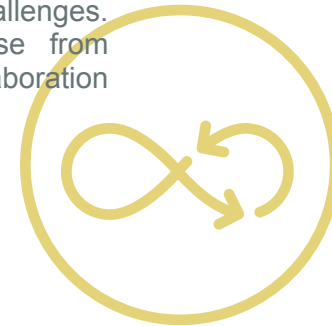
What solutions can you expect?

The types of problems that Social Labs can address are diverse, ranging from local community challenges, specific research question to global issues. As for the solutions one can expect from a Social Lab, it can vary widely depending on the specific problem being addressed and the participants involved. However, the solutions often aim to be innovative, practical, and rooted in a deep understanding of the problem's context and complexities. They may involve policy recommendations, community programs, technological innovations, behavioural changes, or a combination of approaches. Success in a Social Lab is often measured by the positive impact of the proposed solutions on the targeted social issue and the ability to replicate or scale them for broader benefit.

Social Labs might help to:

– Finding ways to promote sustainable practices and reduce the ecological footprint in various sectors.

– Developing innovative approaches and models to inform civil society about complex research topics.

– Improving access to different services and designing more inclusive systems.

– Creating solutions that foster job creation, skill development, and entrepreneurship in underserved communities.

– Understanding the creative process and fostering innovation in various fields. It can explore techniques and methodologies that enhance creativity and generate novel solutions to problems.

– And many more

3 :: HOW IS A SOCIAL LAB STRUCTURED?

1.Initiation:

This phase involves investing resources to support the co-creation and implementation of pilots capable of generating systemwide impact. It focuses on matching needs to processes and setting the stage for collaboration.

2. Research and Preparation:

In this step, we emphasize the recruitment process and conduct extensive research in the field. Social innovation labs bring together individuals with specific expertise, fostering relationships to drive innovative ideas. Participants are empowered to act on their experiences and work towards implementing the generated ideas.

3. Workshops:

The workshops form the core of the Social Lab process. They are designed to engage participants, explore the system, and facilitate new perspectives on problems. Through a series of workshops, participants move from understanding the system to designing and prototyping solutions. The ultimate goal is to select one or more ideas for real-world implementation, pilot testing, or further development.

4. After the Workshops – Field Testing:

Following the workshops, the selected ideas progress to the pilot phase. Pilot hosts and teams initiate the pilot actions, implementing the refined ideas in real-life settings. Communication strategies are established, and the activities are carefully monitored and evaluated.

Integrating the concept of experiential learning cycles Social Labs create a continuous learning process grounded in experience. Learning cycles within Social Labs enable the creation of prototypes and solutions throughout the entire journey. Social Lab processes are usually planned for a period of one year or more.

In our example, the Social Lab structure consists of a series of workshops (WS 1–3), the development and implementation of pilot actions, and the establishment of communities of practice. The workshops serve as pivotal moments for collaborative ideation and action planning, while the pilot phase puts ideas into practice for evaluation and refinement.

WORKSHOPS
_____

Workshop 1
Workshop 2
Workshop 3

Learning Cycle

PILOTS
_____
The Social Lab offers room for

Experimentation
Evaluation
Implementation

Learning Cycle

COMMUNITY OF PRACTICE
_____

Inspiration
Exchange
Cross-fertilisation
Awareness raising
Dissemination

Learning Cycle

Time Schedule

WORKSHOP 1 (2 days)	max. 2 months	WORKSHOP 2 (3.5 h)	ca. 1 year (Additional virtual meetings can take place in the time between the workshops)	WORKSHOP 3 (3 h)

Workshop 1

The first workshop, whether conducted virtually or face-to-face, sets the stage for the Social Lab process. Its primary objective is to reveal and discuss the most relevant and critical aspects related to the specific topics being addressed. Through a comprehensive diagnosis of the field and topic, participants gain a deeper understanding of the challenges at hand. This understanding serves as a starting point for the Social Lab and paves the way for subsequent actions.

During this interactive and creative workshop, lab teams are encouraged to think outside the box and identify innovative solutions. Ideas and actions for potential pilots in the field are gathered and discussed. Through collaborative efforts, the participants collectively select one or more ideas they would like to implement in a real-life setting. It is crucial that these pilot ideas are drafted and described in as much detail as possible, ensuring a clear vision for their implementation.

To ensure the robustness of the ideas, they are reviewed with the assistance of external parties associated with the lab. Thus, between the first and second workshops, feedback is sought from external experts who provide valuable insights and perspectives.

Workshop 2

The second workshop focuses on refining and fine-tuning the pilot activities to prepare them for implementation. In addition to aligning the pilot ideas with overall agreed principles such as Responsible Research and Innovation (RRI) or Sustainable Development Goals (SDGs). The group engages in discussions to determine the actors who should be involved in the pilot phase and collaboratively works on detailed timing and budget planning for the next steps. This workshop essentially sets the stage for the pilot phase to commence.

Pilot Phase

After the second workshop, the pilot actions are initiated, incorporating the improvements and adjustments identified during the workshop. The pilot hosts and teams kick-start the activities, putting their plans into action. A communication strategy is developed to facilitate effective coordination and dissemination of information during the pilot phase.

Workshop 3

The third workshop marks the conclusion of the pilot phase. During this workshop, the pilot activities are evaluated and critically discussed in terms of their impact and effects. Findings and insights gained from the pilot phase are consolidated and analysed. This workshop serves as a platform for synthesizing the results and formulating further options for development, exploitation, and recommendations specific to the topic under consideration. It provides an opportunity to reflect on the overall outcomes and to set the stage for future actions or iterations.

Through this series of workshops, participants in the Social Lab process engage in collaborative problem-solving, idea generation, and iterative refinement. The workshops create a dynamic and interactive environment where ideas are transformed into actionable plans, leading to tangible outcomes and progress in addressing complex social challenges.

Do you want to address more topics? You can also run different labs in parallel. To enhance cross-learning and knowledge exchange, we recommend conducting two cross-learning workshops. These workshops provide an opportunity for lab managers and facilitators to share experiences, learn from one another, and identify potential synergies between the different labs.

What are Social Lab pilots?

1. Purpose of Pilots

– Each Social Lab will undertake one or more pilot activities to achieve specific lab goals defined in Workshop 1.
– These real-life activities are co-created, implemented, and evaluated by the lab teams throughout the lab process.

2. Idea Generation and Selection

– Workshop 1 includes brainstorming and creative exercises to generate innovative ideas for pilots.
– Ideas for pilots are selected based on the following criteria:
   • Clear objectives and goals.
   • Addressing one or more relevant aspects of the diagnosis.
   • Feasible to be completed within the upcoming 9 months.
   • „Hosted" by one or more lab team members.

3. Examples of pilots

Pilots may include:
– Developing strategies and roadmaps.
– Revising papers or documents.
– Implementing specific communication actions.
– Establishing platforms, boards, or bodies.
– Co-creating and implementing offline or online tools.

4. Feedback and Refinement

– External advisors will assess the pilot ideas between Workshop 1 and Workshop 2, providing feedback and suggestions.
– Lab team members will conduct research on feasibility and gather details about the intended pilots and target groups.

5. Workshop 2: Fine-tuning and Project Setup

– In Workshop 2, pilots will be refined and transformed into small projects with detailed steps for implementation.
– Workshop 2 will focus on aspects of project management and team collaboration.

6. Implementation and Testing

– Between Workshop 2 and Workshop 3, the pilots will be implemented and tested in real-life settings.
– Lab team members will carry out the activities while receiving ongoing support from Social Lab management teams.

7. Workshop 3: Reflection and Sustainability

– Workshop 3 will reflect on the finalized pilot, considering its replicability, potential upscaling, and steps towards sustainability.
– The focus will be on evaluating the outcomes, lessons learned, and determining future actions.

8. Communication and Resource Considerations

– Social Lab participants and managers need to be aware of the time and effort required for the pilots.
– Clear communication and understanding of resource commitments should be established from the beginning of the idea creation process and considered during the pilot selection phase.

Pilots in Social Labs are essential for putting ideas into practice and achieving the lab's goals. The process involves idea generation, selection, refinement, implementation, testing, and reflection, with continuous support from the lab management teams. Effective communication and resource planning are crucial for successful pilots.

What makes an effective Social Lab team?

Unveiling Roles and Duties

1. Social Lab Managers

The Social Lab managers are responsible for overall coordination and management of the lab. Managers could also be teams of 1–3 persons. Their tasks include:

– Forming the lab team and extended group with stakeholders.
– Organizing workshops, setting up dates, and inviting participants.
– Collaborating closely with the facilitator to prepare the workshop materials and virtual rooms.
– Providing necessary materials and rooms for the workshops, including virtual spaces.
– Comparing workshop aims and objectives with actual results and reflecting on the lab process.
– Documenting the workshops and lab activities.
– Disseminating lab activities, announcing upcoming events, and publishing reviews.

2. Facilitators

Facilitators lead each workshop and ensure smooth facilitation throughout the lab process. Their responsibilities include:

– Communicating workshop rules and fostering team building.
– Remaining neutral and refraining from contributing to content discussions.
– Guiding discussions and sessions, ensuring all voices are heard and goals are met.

– Facilitating group dynamics, steered discussions, and shaping pilot ideas.
– Supporting and motivating pilot hosts and teams in developing their pilot ideas.
– Traveling to workshop venues for face-to-face workshops and preparing the settings.
– Applying Social Lab guidelines/ instructions in collaboration with lab managers.
– Demonstrating proficiency with online tools and facilitating online and face-to-face sessions.
– Enthusiasm for multi-stakeholder dialogues and co-creation.
– Maintaining a positive mindset, being flexible, and handling stress effectively.
– Active listening, accepting all ideas as valuable inputs, and intervening to manage group dynamics and handle resistance.

3. Lab Participants:

Lab participants, totalling a maximum of 20, represent a balanced group of stake-holders and actively engage in lab activities, workshops, and discussions. Their tasks include:

– Participating in all lab workshops
– Support one or more pilot activities
– Contribute to the growing community of practice

4. Pilot Hosts

Pilot hosts are Social Lab participants who voluntarily take on the responsibility of leading and implementing a pilot action. Their role includes:

– Coordinating and implementing defined pilot actions with the support of the lab teams and managers.
– Acting as contact persons during the pilot implementation phase, bridging the activity with related institutions.
– Working as agents of change and relying on support from the lab teams and the wider ecosystem.
– Investing significant time and effort throughout the lab process for successful pilot action implementation.

5. Extended Group of Stakeholders:

The extended group of stakeholders consists of additional individuals from various stakeholder groups. They can be involved in implementing lab activities, piloting initiatives, and evaluating the activity. They may include representatives from target groups, institutions, or any other necessary personnel involved in carrying out, implementing, or evaluating the lab's activities.

By clearly defining these roles and responsibilities, a Social Lab can effectively manage its operations, ensure smooth facilitation, and engage all participants in a collaborative and meaningful manner.

4 :: THE VIRTUAL SOCIAL LAB ADVANTAGE

As a result of the pandemic, we were compelled to shift an entire face-to-face lab process to a virtual format. Initially met with scepticism, this transformation surprisingly proved to be highly effective, offering numerous advantages.

Embracing this virtual approach has brought about a host of benefits:

– Easy participation also for busy participants
– No travels needed, thus time saving and family friendly
– No room rents and catering
– Results are easy to harvest
– Better visibility of slides
– Lower costs

Follow our guide to ensure a successful and rewarding experience with your virtual Social Lab!

5 :: HOW TO PREPARE A SOCIAL LAB

This chapter provides you guidance on preparing the Social Lab by conducting necessary pre-work. This includes conducting a diagnosis of the field and mapping stakeholders to ensure the right participants are involved. Additionally, you learn about strategies for recruiting participants.

A diagnosis process is essential to gather detailed information about the field and topic of the Social Lab. This involves conducting background research and analysis.

Stakeholder Mapping

Stakeholder mapping is a visual process used to identify and list all stakeholders relevant to the project, organization, or field on a map. This mapping helps visualize the relationships and influence among stakeholders. The goal is to ensure that all important stakeholder groups are represented in the Social Lab, preferably within the team. This process enhances the quality of the Social Lab and ensures that all interested and influential groups have a voice. It is also important to identify stakeholders with high interest but low influence, as they can serve as multipliers and need to be informed about the lab processes and results.

The stakeholder mapping follows a four-step approach:

1. Identify stakeholders: Gather groups and individuals who have influence or are impacted by the Social Lab activities. Check if all relevant stakeholder groups are included. Additionally, list potential stakeholders who may be interested in the lab, pilots, or results. Visualise them on a map (by paper or electronically). Provide detailed descriptions of the stakeholders, sectors, meta-stakeholder groups (NGOs, civil society organizations, business, policy, etc.). Consider including stakeholders who may not traditionally have a voice in the topic that the Social Lab deals with.

2. Collect information on each stakeholder group: This can be done through interviews, electronic communication (email), focus groups, and other relevant methods.

3. Answer the following questions for each stakeholder:
   – What is the stakeholder's primary interest in the Social Lab?
   – To what degree is the stakeholder relevant in the Social Lab?
   – To what degree is the stakeholder involved in the processes within the Social Lab field?
   – Does this stakeholder oppose or support processes within your Social Lab field?
   – Will the Social Lab actions potentially benefit or harm the stakeholder?
   – What alliances exist with other stakeholders?
   – What conflicts exist with other stakeholders?

4. Gather the stakeholder list.

Visualisation tools are provided by different whiteboard software, e.g. Miro.

Field Research

Conduct desk research, interviews, and/or a short diagnosis workshop to gather additional information about the field. Answer the following questions:

– What is the state of the art from a research perspective?
– What are the important topics in the field?
– What trends can be identified?
– What gaps exist?
– What challenges and potential starting points for pilots are there?

Step 3 # Recruitment

Recruiting the right participants for the Social Lab is crucial for its success. Clearly outline the value of participation for lab participants, emphasizing how their involvement can make a difference in the specific lab topic and inspire other stakeholders. Tailor your recruitment approach to different kinds of participants, highlighting the opportunities to become part of wider networks, spark new ideas, and understand the bigger picture by interlinking with other labs and activities. Below you find a table of optional arguments that can be used to convince potential participants to join the lab process:

Get to know the community

Participating in the lab activities provides an opportunity to connect with relevant actors in your field, understand their tasks and areas of responsibility, and build connections within the community.

Become an integral part of the community

By joining the lab, participants become an integral part of the community, enabling their institutions to network with potential partners, stay updated on developments in the field, and participate in planned activities.

Get a voice and be listened

Lab outcomes include reporting and analysing participants' views and contributions, making them visible and noticed. Ideas generated by participants have the potential to be discussed and implemented as pilot actions.

Contribute to change

As a member of the Social Lab team, participants have the opportunity to develop and evaluate appropriate ideas for improvement in the specific lab field.

Spark future collaborations

The workshops mark the beginning of fruitful collaborations with the community in the field. Participants have the chance to expand institutional connections at the national and European levels.

Become a co-author

Participants can contribute to collaborative publications based on their lab experiences and outcomes, sharing their insights and contributing to the wider knowledge base.

To ensure a successful Social Lab, focus on recruiting a diverse group for the team, representing different stakeholder groups. It is important that all participants have the time and commitment to actively participate in all workshops and throughout the entire Social Lab process. Consider identifying potential hosts for pilots.

What are ideal characteristics of Social Lab team members?

– Influential: Representatives who hold an official position within their respective groups, enabling them to advocate effectively for the interests of their group.
– Advocates: Individuals who actively support and champion the goals and values of the group they represent.
– Experts: Participants with expertise in their specific field, particularly in terms of practical knowledge and experience.
– Informed: Individuals who possess awareness of key topics in the field, such as grand societal challenges or the Sustainable Development Goals (SDGs).
– Accessible & agents of change: Team members who hold a position that allows them to implement changes and participate fully in the Social Lab process, striking a balance between being low enough in the social/administrative ladder to drive change and high enough to commit fully to the lab's activities.

By recruiting the right participants and forming a diverse and committed team, the Social Lab can benefit from a wide range of perspectives and expertise, increasing the likelihood of generating innovative and impactful solutions.

6 :: HOW TO IMPLEMENT THE SOCIAL LAB

In this chapter, we provide valuable guidance to help you navigate the dynamic world of Social Labs and ensure their successful implementation. In a step-by-step guide, we outline the structure, goals, and materials required for each of the three workshops.

Teambuilding and Rank Dynamics
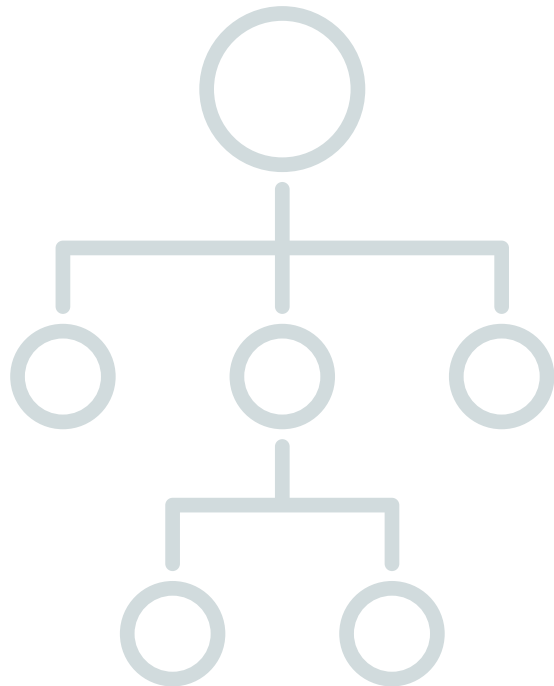
Lab managers play a crucial role in supporting the team-building process within the Social Lab. Fostering collaboration, familiarity, and trust among participants is essential for effective teamwork. Consider incorporating the following guidelines and activities to facilitate a positive and cohesive lab environment:

1. Group Forming Activities

Prior to workshop 1, provide participants with short CVs and photos of all team members. This allows individuals to familiarize themselves with their colleagues and creates a sense of connection. Additionally, sociometric constellations can be used to visually represent the group composition based on country of origin, institutional or professional background, etc. This overview helps participants understand the diverse composition of the group.

2. Informal Encounters

Create opportunities for informal encounters, both during the workshops and in virtual spaces. Organize social dinners or other informal activities that encourage participants to interact with one another on a personal level. These informal interactions promote relationship building and help participants to see each other as equals on eye-level.

3. Transparency on Time and Resources

Clearly communicate to participants that the Social Lab process is time and resource-intensive. Emphasize which costs can be reimbursed or if there are allowances for participant. It is important to convey this information transparently from the beginning to manage expectations and prevent participants from feeling overwhelmed. By being upfront about the limitations, you can minimize the drop-out rate and ensure that participants are aware of the commitments involved.

4. Clear Communication

Foster trust and understanding by maintaining clear and open communication with the lab participants. Share the goals, requests, and limitations of the labs, ensuring that everyone has a clear understanding of the objectives and expectations. Regularly update participants on the progress of the lab and provide opportunities for them to share their thoughts and concerns. Transparent communication builds trust and encourages active participation.

By considering these hints, lab managers can create an environment that supports team-building, open communication, and trust among participants. This, in turn, enhances collaboration and enables the Social Lab team to work effectively towards their shared goals.

How to run the Social Lab?

A Step-by-Step Guide of Workshop 1, 2, and 3
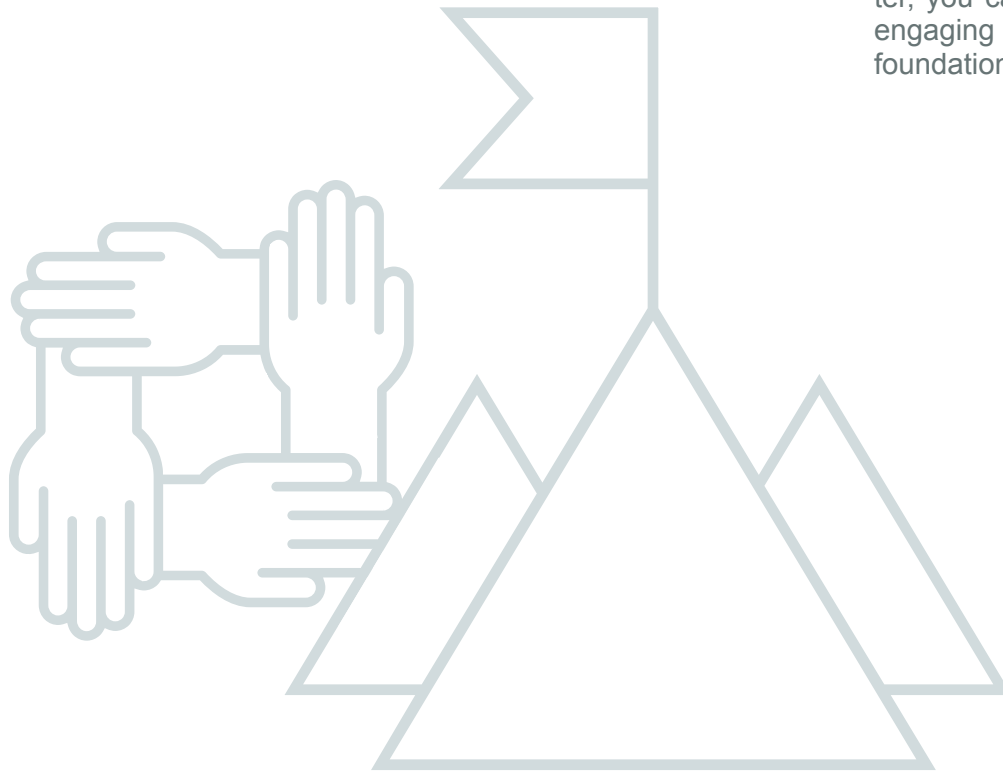
Welcome to this chapter, where we first delve into the crucial first workshop of the Social Lab process and then continue with workshop 2 and 3. This chapter is dedicated to providing you with a comprehensive understanding of each workshop, including its goals, timing, and a detailed session guideline.

The first workshop sets the stage for the entire Social Lab process. It is a pivotal moment where participants come together to align their understanding of the challenge, establish relationships, and lay the ground work for collaborative problemsolving. By following the session guideline provided in this chapter, you can facilitate a productive and engaging workshop that sets a strong foundation for future cycles.

In workshop 2 the pilot ideas will be fine-tuned and the teams establish the detailed workplans. In workshop 3 the pilot activities will be reported and evaluated. Achievements will be celebrated!

Given the potential for virtual workshops, technical support for facilitators becomes crucial. We recommend forming teams of three individuals who are well-versed in the tools used, such as Miro and a conferencing tool, to ensure a seamless virtual experience. Find fruitful hints for virtual team collaboration here.

Thorough and regular reporting and evaluation of Social Labs are essential to track and enhance the progress, outcomes, and success of the labs. Implement both qualitative and quantitative assessment methods to gather comprehensive insights and drive improvements.

Session Guide for Online Workshops

To ensure a seamless and productive experience throughout the series of workshops, we have created a comprehensive session guideline. This guideline serves as your roadmap, offering a step-by-step approach to maximize your learning and engagement. It outlines specific goals, details on the process, methods to be used, and the materials needed for each session.

Please note that the results of Workshop 1 may vary among Social Lab teams. Some teams may choose to focus on one pilot, while others may identify three pilots to work on. As a result, it is crucial to consider that the duration of sessions in Workshop 2 and 3 might need to be adapted in certain cases. It is essential to adapt the guideline accordingly to accommodate the needs and preferences of your specific team.

The design provided in this guideline is specifically planned for two pilots. However, we encourage flexibility and customization based on your team's unique circumstances. Feel free to adjust the structure and timeline as necessary to meet your objectives and make the most of the workshop series.

By following this guideline, you will have a clear path to navigate the workshops, enabling you to achieve your desired outcomes effectively. Let's embark on this journey together and make the most of these engaging and interactive sessions.

WORKSHOP 1

WORKSHOP 1
Intro

Workshop 1 is structured into a welcome session, six working sessions, and a closing session, spanning a total of 1.5 days.

The primary goal of Workshop 1 is to co-create and prototype one or more pilot ideas. In addition to this overarching goal, the following sub-goals should be achieved:

1. Lab participants become acquainted with each other.
2. Collaboratively agree on a topic or field of action that the Social Lab team will address.
3. Generate a list of potential pilot ideas.

It's important to note the non-goals of Workshop 1:

1. Finalized pilots.
2. Enforcing certain individual ideas or interests.

> Especially in the first workshop we suggest to consider offering a playground on Miro before the workshop begins or introducing it at the start. This allows participants who are unfamiliar with the tool to explore and familiarize themselves with its features.

DAY 1

WELCOME AND OPENING (10 min)

WARM-UP (5 – 25 min, optional)

SESSION 01 (80 min)
A Entering the Field 1 (15 min)
B Entering the Field 2 (45 min)
C Rating of Most Relevant Topics (20 min)

SESSION 02 (100 min)
A Stimulate Creative Thinking (10 min)
B Dreams and Wishes (40 min)
C Bringing the Dreams to Reality (50 min)

SESSION 03 (70 min)
Pilot Ideas

DAY 2

OPENING AND CHECK-IN (30 min)

SESSION 04 (90 min)
A Group Forming (15 min)
B Prototyping the Pilots (75 min)

SESSION 05 (50 min)
Feedback for Pilot Ideas

SESSION 06 (60 min)
Detailed Planning of Pilot Draft

SESSION 07 (40 min)
Dialogue Circle

CLOSING (15 min)

Day 1 /
Step-by-Step Guide

■ **WELCOME AND OPENING**

Goal of session:	Ensure all participants have a clear understanding of the work-shop goals, know the agenda, and are aware of the Netiquette.	Method:	Conduct a presentation.
		Material:	PowerPoint presentation.
		Duration:	Allocate 10 minutes for this segment.

■ **WARM-UP**

Goal of session: Facilitate group forming; allow participants to get to know each other and prepare the team for the norming phase.

Methods: Here are 3 options, choose the one(s) you like most.
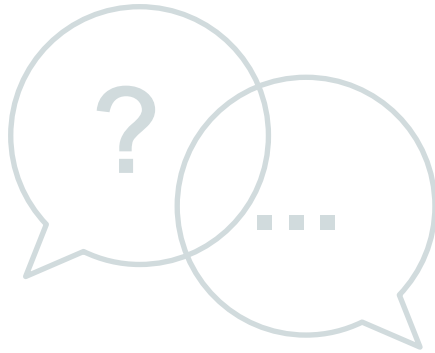
OPTION 1:
**Sociometry with photos
(online setting) on Europe map**

1. Participants are asked to indicate their current location.
2. Participants pin their photos or sticky notes with their names on a Europe map.
3. The facilitator goes through the map and invites participants to briefly introduce themselves and share where they are currently located.
4. Sociometry can be done with different questions, such as professional background, knowledge background, familiarity with a topic, etc.

Materials required:

1. **Miro board**
   Prepare a Miro board where participants can engage in sociometry.
2. **Conferencing tool**
   Share the link to the Miro board in the chat.
3. **prepared Miro boards**
   – Europe map, fields for professional background, barometer for experience or knowledge-specific sociometry, etc.
   – Sticky notes with names
   – Photos of participants

OPTION 2:
Interview in pairs

1. Allocate 5 minutes for participants to be sent to breakout rooms in pairs.
2. In the breakout rooms, participants should note three things they learn about their partner and write them on sticky notes, then pin them to their partner's photo on a Miro board.
3. After 5 minutes, bring partici-pants back to the plenary session, and each interviewer introduces their interviewee.

Materials required:

1. Photos of participants
2. Miro board for collecting photos and information
3. sticky notes
4. Conferencing tool breakout rooms
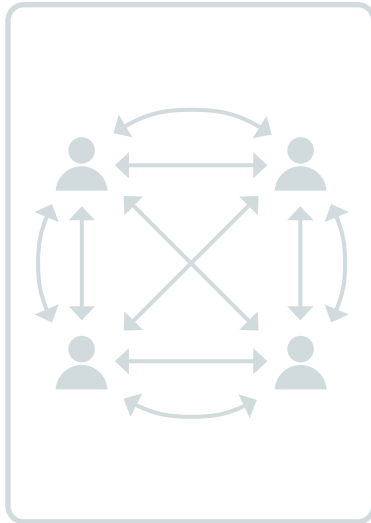
OPTION 3:
Joint poster

1. Allocate 15 minutes and send groups of 4 participants to breakout rooms.
2. In their breakout rooms, each group creates a joint poster to visualize what the group or some individuals within the group have in common (interests, professional back-grounds, number of kids, knowledge of languages, etc.).
3. After 15 minutes, each group presents their results in an elevator pitch lasting no longer than 1 minute.

Materials required:

1. Prepared Miro board with a frame for each group
2. Conferencing tool breakout rooms
3. Conferencing tool chat to send the link to the Miro board

Adjust the duration of each warm-up activity as needed, keeping the total warm-up duration to 30 minutes. You can choose two out of the three op-tions provided to suit the workshop's objectives and time constraints.
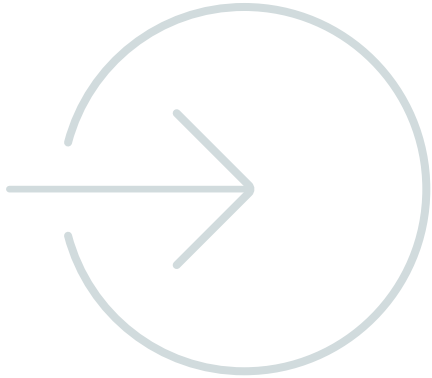
Goal of session:	To enter the field and choose topics for further exploration in the Social Lab.	Duration:	80 minutes (divided into three sub sessions: A, B and C)

A: ENTERING THE FIELD 1

Goal:	1. Introduce the Social Lab as a method. 2. Explain the goals of the Lab process. 3. Introduce the roles of participants. 4. Present the diagnosis results and background of the field.	Method:	Conduct a presentation
		Material:	PowerPoint presentation
		Duration:	Allocate 15 minutes for this session.

B: ENTERING THE FIELD 2

Goal:	Participants identify personal important aspects of the field and develop a stronger connection with the goals of the Social Lab.	Instruction:	
Method:	Topic lists; Breakout rooms.		1. Split participants into 3 groups randomly. 2. Each group selects a rapporteur who will present the group's discussion results. 3. Allow 20 minutes for discussion in breakout groups: Why is this Social Lab important to me/to my work? 4. Allocate 15 minutes for the groups to gather topics/fields that need to be addressed. Write these topics on coloured cards and list them on the group's frame in Miro. 5. Each group presents their results in 10 minutes.
Material:	1. 3 conferencing tool breakout rooms (random mix). 2. One Miro frame per group (each group has sticky notes in their own colour).		
Duration:	Allocate 45 minutes for this session.		

C: RATING OF MOST RELEVANT TOPICS

Goal:	Identify the ONE most relevant topic/field to focus on.
Method:	Rating; Consensus finding.
Material:	Miro boards with listed topics. Virtual sticky dots.
Duration:	Allocate 20 minutes for this session.

Instruction:

1. The group needs to agree on one topic/field to continue working on.
2. Each participant receives three sticky dots that they can place on one or more topics (they can prioritize topics by putting all three sticky dots on one topic).
3. Discuss the highest-rated topic(s) and lead the group to agree on ONE topic.

> Adjust the duration of each sub-session as needed to fit the total duration of 80 minutes.

■ SESSION 02 (A–C): DREAMS AND REALITY

Goal:	The goal of this session is to start the creative thinking process and generate initial ideas for activities.	Duration:	100 minutes (divided into three sub-sessions: A, B, C)

A: STIMULATE CREATIVE THINKING

Goal:	Stimulate creative thinking among participants.
Method:	Speed writing.
Material:	All participants need paper and a pen.
Duration:	Allocate 10 minutes for this session.

Instruction:

1. Instruct all participants to write down all aspects and words that come to their mind within 1 minute.
2. The facilitator collects a few examples from participants in a plenary session by asking individuals one after the next.

B: DREAMS AND WISHES

Goal: Collect dreams and wishes formulated as future sentences.

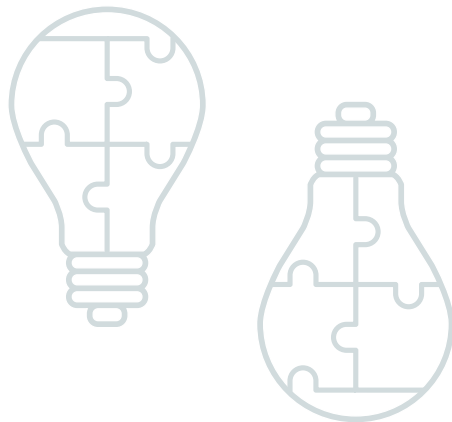**Method:** Dreams – Future sentences.

Material:

1. **3 conferencing tool breakout groups** (random assigned)
2. **Prepared Miro frame for each group:**
   – Long coloured cards (one colour per group) for writing sentences.
   – Create a visual space in Miro, such as at the beach or in the forest, using pictures of palm trees, needle trees, etc., and position them in the middle of the group's Miro frame.

Duration: Allocate 40 minutes for this session.

Instruction:

1. Divide participants into 3 breakout groups randomly.
2. Each group works on the same previously prioritized topic / field.
3. In each group, formulate future sentences that describe an ideal world related to the topic/field. Write these sentences on coloured cards. Sentence guide: „In an ideal world, how is your topic / field organized to minimize burdens and maximize benefits? What has been addressed, solved, and established/implemented?"
4. Each group collects their sentences on their dedicated frame marked with different trees and specific coloured cards.
5. In the plenary session, the group receives instructions for Session 02_C from the facilitator

C: BRINGING THE DREAMS TO REALITY

Goal: Find realistic activities to support the formulated future sentences.

Method: Problem reversal technique (Headstand technique).

Material:

1. Same Conferencing tool breakout groups as before.
2. Prepared Miro board for the problem reversal technique:
   One field for red cards (negative formulations) and one field for green cards (positive formulations) for each group.

Duration: Allocate 50 minutes for this session.

Instruction:

1. Participants remain in the same groups as before.
2. Allocate 5 minutes for each group to choose the most promising future sentence by „picking a fruit from the tree."
3. Allocate 20 minutes for participants to brainstorm and identify factors that would hinder or prevent the realization of the chosen future sentence. Write each idea or aspect on red-coloured cards. One idea or aspect per card!
4. Allocate 20 minutes for the groups to reverse their ideas and aspects, formulating them in a positive way. Write the positive formulations on green-coloured cards.
5. Allocate 5 minutes for the groups to decide on the most important aspects and keep them on Miro, re-moving redundant, irrelevant, or non-significant ones.
6. Each group presents their chosen future sentence and green cards in the plenary session.

|	
Goal:	The goal of this session is to reach an agreement on one to maximum three ideas for pilots that will be co-created on the next day.
Method:	Brainstorming; rating.
Material:	1. Miro board for listing ideas for pilots 2. Coloured cards 3. Sticky dots
Duration:	Allocate 70 minutes for this session.

Instruction:

1. Allocate 10 minutes for each participant to brainstorm individual pilot ideas that address the green cards from the previous session. The pilot ideas should meet the following criteria:
   – Have clear objectives and goals.
   – Address one or more relevant aspects of the diagnosis.
   – Be doable within the Social Lab duration.
   – Should be hosted by one or more lab team members.
   Mark the ideas with arrows to indicate which green cards they address.
2. Allocate 15 minutes for the presentation of all ideas and clarification of any open questions. Each idea should be explained clearly to all participants. Check each idea against the criteria mentioned earlier.
3. Allocate 5 minutes for the facilitator to order and structure the ideas. Some ideas might be redundant or complementary and need to be organized accordingly.
4. Allocate 10 minutes for rating the pilot ideas using sticky dots or any other selection method. The goal is to agree on one to maximum three pilot idea(s).
5. Allocate 15 minutes to formulate the chosen pilot ideas clearly. Also, nominate pilot host(s) or contact persons responsible for the pilot.

The facilitator should manage the time and ensure smooth transitions between each task.
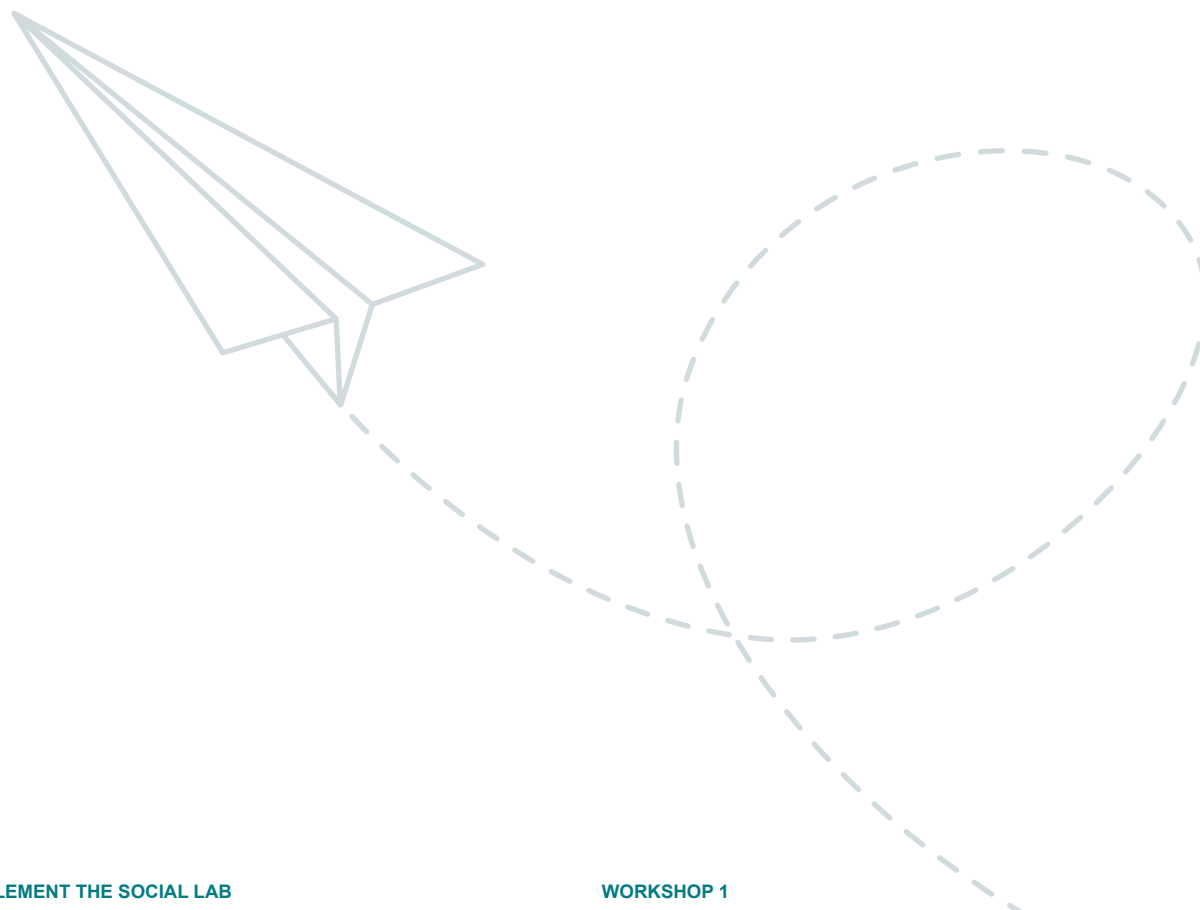
Day 2 /
Step-by-Step Guide
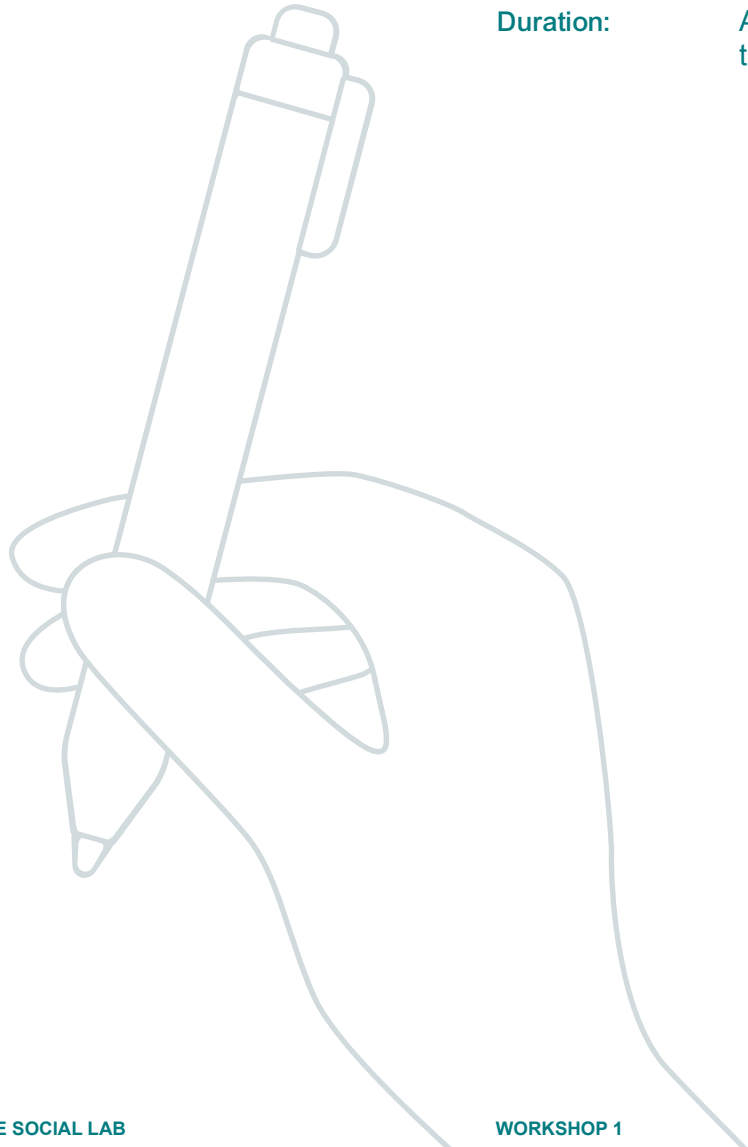
Goal: The goal of this session is to get ready for day two and clarify any open questions or issues.

Method: Talking circle

Material:
1. Conferencing tool
2. Pen

Duration: Allocate 30 minutes for this session.

Instruction:

1. The facilitator introduces day two to the participants, briefly summarizing the objectives and expectations for the day.
2. Conduct a check-in round to encourage participants to share their feelings, thoughts, and any open questions or issues they may have.
   – The facilitator starts by expressing their own thoughts or feelings about the day.
   – Then passes the pen symbolically to the next person displayed on the right hand side on the conferencing tool screen.
   – Participants, when holding the pen, have the opportunity to speak and share their thoughts, feelings, and any concerns or questions they may have. The pen ensures that everyone gets a chance to speak without interruption.
   – After sharing, the participants pass the pen to the next person on their right, continuing the circle until everyone has had a chance to share.
   – Participants can choose to share as much or as little as they feel comfortable with.

> The facilitator should ensure that the session stays within the allocated time and creates a safe and respectful environment for participants to share their thoughts and concerns.

Remember to incorporate energizers between your sessions. They are a great way to infuse your group with fresh energy and keep the flow of ideas moving. Participants generally enjoy energizers, but remember to strike a balance and avoid overdoing them.
Here is one example.

SMILEY IMITATING CONTEST

Topic:	Release and have fun	
Procedure:	Participants imitate the smiley face as shown in the camera	
Setting:	Plenary, facilitator holds different smileys in front of the camera	
Material:	A set of different smileys to be shown in the camera	
Time needed:	about 2 minutes	

Instruction:

All participants open their cameras (mics closed) and come close to the screen. The facilitator holds up prints of different smileys in front of the camera. Everyone tries to imitate this face at the same time and shows it into the camera.

Read more about interactive online activities here.

SESSION 04 (A–B): PROTOTYPING OF PILOT IDEAS

Goal:	The goal of this session is to visualize a detailed pilot idea.	Duration:	Allocate 90 minutes for this session.

A: GROUP FORMING

Goal:	The goal of this step is to define groups that will collaboratively prototype the pilot idea.
Method:	Group building.
Material:	Conferencing tool
Duration:	Allocate 15 minutes for this step.

Instruction:

1. Split the pilot idea into three sub-areas based on its components or focus areas.
2. Formulate clear and concise descriptions of these sub-areas.
3. Create three breakout groups, assigning each group to one of the sub-areas.
4. Participants decide which group they want to work with based on their interests, expertise, or preference.

B: PROTOTYPING THE PILOTS

Goal:	The goal of this step is to create visualized models of prototypes for the pilot ideas.
Method:	Co-creation, prototyping.
Material:	1. Three breakout groups, each assigned to a specific sub-area. 2. Miro (or any other collaborative online platform) with all available features. 3. Dedicated Miro space for each group to be creative and collaborate.
Duration:	Allocate 75 minutes for this step.

Instruction:

1. Create three breakout groups, each aligned with the respective sub-area assigned in Session 04_A.
2. Each group works within their assigned sub-area using the available features in Miro (such as pictures, drawings, canvas, sticky notes, symbols, etc.) to prototype their pilot ideas.
3. Encourage participants to be creative and collaborative in their approach.
4. Participants should create visual models or sketches that represent their prototype ideas.
5. The facilitator visits each group and offers support if needed, especially regarding the use of Miro tools.
6. Participants should aim to visualize their ideas as clearly as possible within the given time frame.

SESSION 05: FEEDBACK FOR PILOT IDEAS

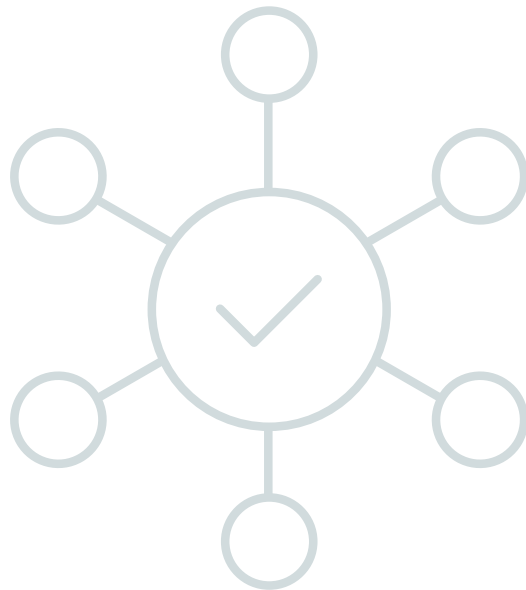|	
Goal of session:	The goal of this session is to improve the models of each sub-area based on critical and structured feedback from so called "critical friends".
Method:	Critical friend
Material:	Conferencing tool presentation mode.
Duration:	Allocate 50 minutes for this session.

Instruction:

1. Begin with a 5-minute introduction.
   - Assign participants to the same breakout rooms for each sub-area as in Session 04_B.
   - Participants are sent as visitors to the two other sub-areas they did not work on before in two rounds.
   - One person per sub-area stays in the dedicated breakout room and is responsible for presenting and incorporating the feedback from the visitors.
2. Allocate 30 minutes for each sub-area to be visited by a mixed group of critical friends (15 minutes per round).
   These critical friends provide feedback based on the following considerations:
   - What are the goals?
   - Who are the target groups?
   - Who needs to be involved?
   - Which aspects of the visions and current reality are addressed?
   - What is missing or necessary to be considered?
3. After receiving feedback, allocate 15 minutes for the same groups as in Session 04_B (prototyping teams) to meet again in their breakout room and integrate the feedback into their pilot visualization.
   Emphasize the importance of aligning the sub-areas based on the feedback received.
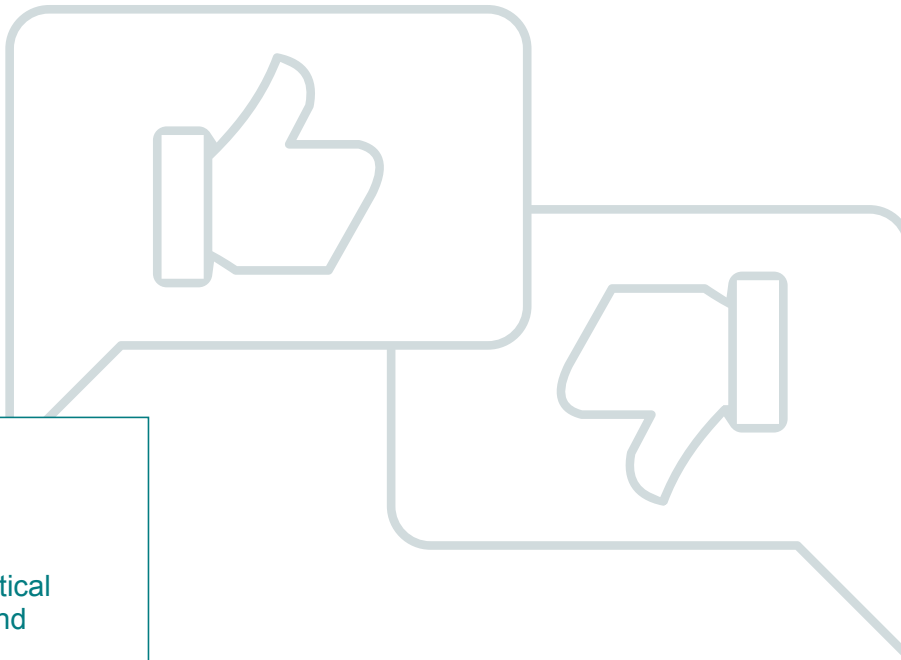
The purpose of this session is to gather valuable insights and perspectives from critical friends to enhance and refine the pilot ideas. Encourage constructive and thoughtful feedback that will contribute to the overall improvement of the pilot visualizations.

SESSION 06: DETAILED PLANNING OF PILOT DRAFT

Goal: The goal of this session is to create a final pilot plan that outlines the time structure, target groups, required information and research, responsibilities and roles, milestones, and next steps.

Method: Co-creation

Material:
1. Conferencing tool breakout groups.
2. Virtual management planning template (prepared per group).

Duration: Allocate 60 minutes for this session.

Instruction:

1. Divide participants into the same groups as before.
2. Allocate 45 minutes for each group to work on a detailed pilot plan that includes:
   – Time structure.
   – Definition of target groups.
   – Required information and research.
   – Responsibilities and roles.
   – Milestones.
   – Next steps.
3. After completing the pilot plans, allocate 15 minutes for each group to present their results in the plenum.
   If needed, merge groups to ensure flexibility and effective communication.

Encourage active collaboration and contributions from all group members to create a comprehensive and well-structured pilot plan. A well-prepared Miro management-planning template can serve as a helpful tool in organizing and visualizing the details of the pilot.

SESSION 07: DIALOGUE CIRCLE

Goal: The goal of this session is to bring the team together and foster commitment to the pilot and the lab.

Method: Dialogue circle

Material: Conferencing tool

Duration: Allocate 40 minutes for this session.

Instruction:

1. In a structured manner, allow each participant to share:
   – What they like about the pilot.
   – Their hopes related to the pilot.
   – How they will contribute to its success.
2. Use a pen to pass the word, ensuring that each person has the room to speak without interruption.
3. When a person has finished speaking, they pass the pen to the person on their right.

The dialogue circle creates a safe space for participants to express their thoughts, hopes, and commitments. Encourage active listening and respect for each person's contribution.

CLOSING

| Duration:	Allocate 15 minutes for the closing session.

WHAT TO DO AT THE END OF THE WORKSHOP

Social Lab Manager:

1. The Social Lab manager takes the floor and presents the outlook and next steps.
   – Provide an overview of what lies ahead after the workshops.
   – Discuss upcoming activities, milestones, or events related to the pilot project.
   – Highlight any important information or updates relevant to the participants.
2. Emphasize the importance of communication and collaboration between the workshops.
   – Organize virtual meetings or other means of communication to ensure ongoing engagement and progress.
   – Encourage participants to stay connected, share updates, and support each other throughout the pilot implementation.

Social Lab Facilitator:

1. The Social Lab facilitator takes the floor and announces the feedback gathering process.
   – Explain „Three word feedback"
   – Each participant is asked to summarise in three words their experiences and how they are feeling.
   – Be strict by only allowing three words.
   – Alternatively you can ask participants to share their feedback in the chat.
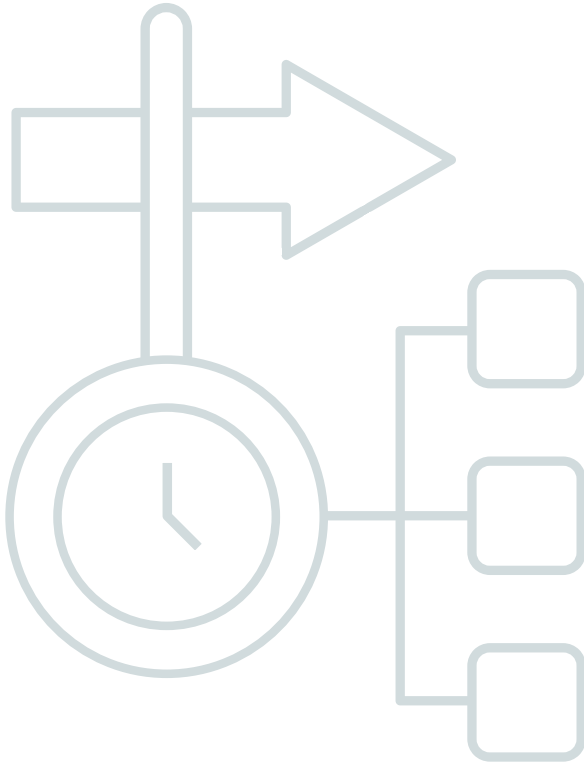
The closing session serves as an opportunity to wrap up the workshops, share important information, and gather valuable feedback. It sets the stage for continued collaboration and ensures that participants have a clear understanding of the next steps and their roles in the pilot project.

WORKSHOP 2

WORKSHOP 2
Intro

Workshop 2 offers an engaging and interactive short online format, carefully designed to captivate participants. The workshop includes a welcoming and warm-up session, followed by 4 focused working sessions and a thoughtful closing session, spanning a total of 3.5 hours.

The second workshop in the Social Lab process is a crucial step towards finalizing decisions on one or more pilots and creating a detailed plan for their implementation. The primary goal of Workshop 2 is to achieve these final decisions, ensuring that the chosen pilots are ready to be executed effectively. Alongside this overarching goal, the following sub-goals should be accomplished:

1. Lab participants are updated on what has transpired between the workshops, providing them with a comprehensive understanding of the progress made.
2. Lab teams receive external feedback on their pilot ideas, which the lab managers have gathered. This feedback offers valuable insights and perspectives for the participants to consider.
3. Pilot teams are given ample time to meticulously plan their pilots, incorporating the input and suggestions from other lab team members. This collaborative process enhances the quality and feasibility of the implementation plans.

It is important to note the non-goals of Workshop 2, which serve to focus the participants' efforts:

1. Generating new pilot ideas or expanding the scope of existing ones. The creative process for generating ideas should have been primarily completed in Workshop 1.
2. Enforcing specific individual ideas or interests. The decision-making process should be guided by the collective goals and the overall benefit of the lab project.

By keeping these goals and non-goals in mind, Workshop 2 will provide the platform for lab participants to make informed decisions, create detailed plans, and move closer to the succesful implementation of their pilots.

WELCOME AND OPENING (1 minute per person max.)

SESSION 01 (20 min)
External Feedback

SESSION 02 (30 min)
Establishment of Working groups

SESSION 03 (60 min)
Pilot Implementing Plan

SESSION 04 (30 min)
Critical Friend

SESSION 05 (20 min)
Responsibilities and Commitment

CLOSING AND FEEDBACK (10 min)

Step-by-Step Guide

Goal of session:	Participants come together again as a team and smoothly arrive at the workshop.
Method:	Welcome circle
Material:	Conferencing tool emojis
Duration:	Allocate one minute per person max.

Instruction:

1. Begin the session by welcoming all participants to Workshop 2.
2. Explain the purpose of this opening activity, which is to allow participants to express how they are feeling using emojis and to share what has happened since the last workshop.
3. Instruct participants to choose an emoji from the available options (e.g., thumbs up, heart, smiley) that represents their current state or mood.
4. Ask participants to take turns sharing their chosen emoji and briefly explaining why they have selected it. Encourage them to be concise and to-the-point.
5. As the moderator, call on participants one by one in a systematic order to ensure everyone has an opportunity to share.
6. While participants are sharing, keep track of time to ensure that each person's sharing is limited to one minute or less.
7. Create a supportive and inclusive atmosphere by actively listening to each participant and acknowledging their contributions.
8. If there are new participants who have joined since the last workshop, introduce them to the group and allow them to briefly introduce themselves.
9. Once all participants have shared their emojis and updates, transition to the next agenda item, taking care to maintain a positive and engaging atmosphere throughout the workshop.

The purpose of this activity is to reconnect participants and create a sense of belonging within the group. It allows everyone to catch up on recent developments and sets the stage for productive discussions and collaboration during Workshop 2.

SESSION 01: EXTERNAL FEEDBACK

Goal of session:	Participants learn about external feedback gathered by the lab manager
Material:	PowerPoint presentation
Duration:	Allocate 20 minutes for this segment (additional 5 minutes for each further pilot, if applicable)

Instruction:

1. Introduction: Explain the purpose of the session and the importance of external feedback in improving pilots
2. Presentation preparation: Prepare a concise PowerPoint presentation summarizing the external feedback received
3. Presenting the feedback: Deliver a clear and informative presentation, highlighting key points of the external feedback for each pilot idea
4. Encourage discussion: Facilitate a plenary discussion with the lab team immediately following the presentation of external feedback.
5. Encourage participants to critically reflect on the feedback and validate its relevance and alignment with the lab's intentions and goals.
6. Pose questions to guide the discussion, such as:
   – Do we have a common understanding of the feedback received?
   – Does this feedback align with our intentions and objectives?
   – What aspects of the feedback do we agree with and would like to keep?
   – Are there any areas where we see the need for changes or improvements?
7. Closing remarks: Summarize the main takeaways from the feedback presentation and discuss any next steps or actions to address the feedback

By conducting this plenary discussion, the lab team can collectively analyze and evaluate the external feedback, align it with their intentions, and make informed decisions on how to move forward with the pilots.

If there are more pilots and additional time is needed, allocate approximately 5 extra minutes for each further pilot to ensure sufficient presentation and discussion time.
The duration of 20 minutes allocated for this segment is a guideline and can be adjusted based on the complexity of the feedback and the depth of discussion required. It is essential to ensure that sufficient time is provided for a meaningful and productive conversation.

| Method:	Plenary discussion
Material:	Miro board with titles of selected pilot ideas
Duration:	Allocate 30 minutes for this segment

Instruction:

1. Discuss and decide on the pilots the team wants to continue working on, considering external feedback and internal reflection
2. Limit the selection to a maximum of three pilots
3. Establish working groups for each chosen pilot, considering the team members' interest, expertise, and availability
4. Assign hosts or facilitators for each working group
5. Indicate the names of the team members and their assigned pilots on the Miro board or a similar platform
6. Acknowledge the possibility of significant changes or even cancellation of pilots based on the external feedback and group reflection

Stay open to adapting pilots based on new insights and external feedback. The establishment of working groups ensures focused efforts and effective collaboration towards achieving the lab's goals.
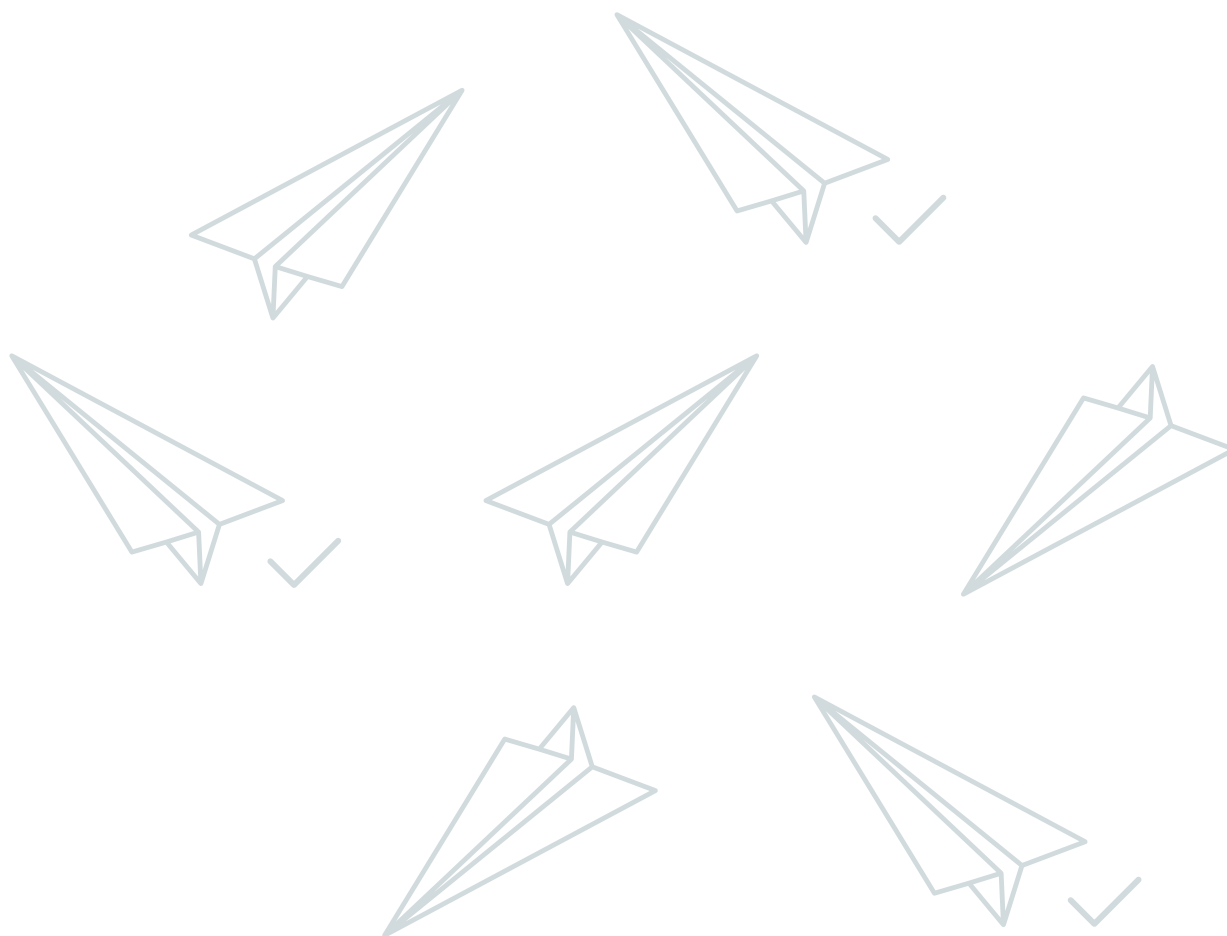
| Method:	Working groups in breakout rooms	Duration:	Allocate 60 minutes for this segment
Material:	Miro board with the selected pilot ideas		

Instruction:

1. Split the lab team into breakout groups based on their interest in collaborating on specific pilots.
2. Provide each group with access to the Miro board containing the selected pilot ideas.
3. In their respective breakout rooms, the groups should first identify the host or facilitator for their chosen pilot.
4. The group should rephrase the title and objectives of their pilot, ensuring clarity and alignment with the lab's goals.

5. Encourage the group to develop a comprehensive management plan for their pilot, considering factors such as resources, timelines, and desired outcomes.
6. Utilize the Miro board or a similar platform to collaboratively document and visualize the management plan, incorporating elements like action steps, responsibilities, and milestones.
7. The facilitator should visit the different breakout groups to offer assistance and support, addressing any questions or challenges they may encounter.
8. Encourage active participation, collaboration, and creativity within each breakout group to ensure a robust and well-developed pilot implementation plan.
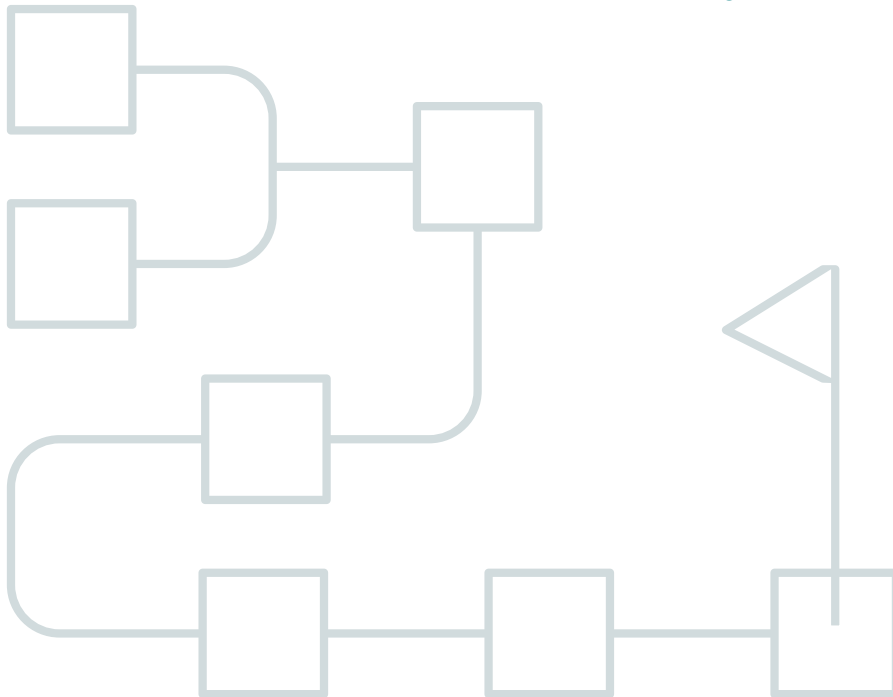
Pilot implementation planning is a dynamic process that requires flexibility and adaptability. By actively engaging in this planning phase, the lab team can enhance the effectiveness and impact of their pilots, aligning them with the lab's goals and responding to external feedback and internal insights.
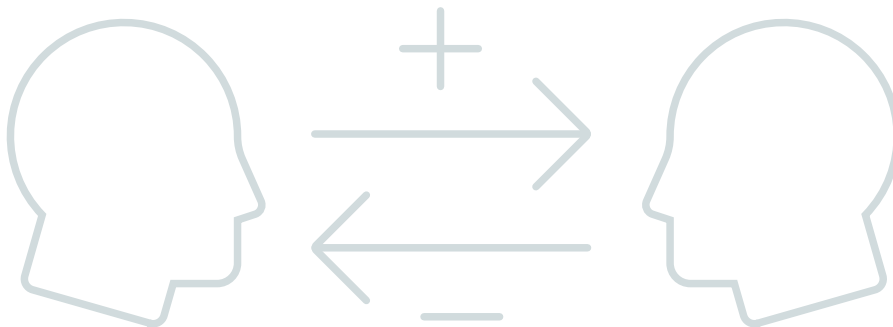
SESSION 04: CRITICAL FRIEND

Method:	Plenary discussion	**Duration:**	Allocate 30 minutes for this segment
Material:	Miro board with the management plans pilot ideas		

Instruction:

1. Gather the lab team in a plenary discussion format.
2. Each pilot host or team presents their respective pilot plan to the other group(s) in the lab.
3. Utilize the Miro board or a similar platform to share the pilot management plans visually, ensuring everyone can follow along.
4. Designate the other groups as critical friends who will provide feedback and ask critical questions to help improve the pilot plans.
5. Encourage the critical friends to actively engage in the discussion, making sure that everything is clear and addressing any areas of potential concern or confusion.
6. The critical friends should offer constructive feedback, suggesting improvements and helping the pilot team identify any blind spots they may have overlooked.
7. Emphasize the importance of creating a supportive and collaborative environment, where open and honest feedback is welcomed and appreciated.
8. Facilitate the discussion, ensuring that all voices are heard and that the feedback provided is constructive and relevant.
9. Encourage the pilot hosts to actively listen to the feedback, ask clarifying questions, and be open to considering different perspectives and suggestions.
10. Use this session as an opportunity to refine and strengthen the pilot plans, incorporating the valuable insights and suggestions provided by the critical friends.

The critical friend session plays a crucial role in enhancing the quality and effectiveness of the pilot plans. By engaging in critical discussions and receiving feedback from their peers, the pilot hosts can identify areas for improvement, address any potential weaknesses, and ensure that their plans are robust and well-rounded.

SESSION 05: RESPONSIBILITIES AND COMMITMENT

Method:	Group work per pilot
Material:	Miro board with the management plans of pilot ideas
Duration:	Allocate 20 minutes for this segment

Instruction:

1. Send participants to breakout rooms based on their initial pilot groups.
2. Instruct each group to integrate the feedback received during the plenary discussion into their pilot plan.
3. Discuss and assign specific responsibilities for each task or activity in the plan.
4. Encourage participants to volunteer for tasks they are willing to take on and support.
5. Write names of participants on sticky notes and place them next to their assigned tasks.
6. Emphasize the importance of commitment and follow-through in implementing the pilot.
7. Facilitate the group discussion, ensuring all perspectives are considered.
8. Support the group in reaching a consensus on the distribution of responsibilities.
9. Provide assistance and guidance as needed.
10. Document the assigned responsibilities and participant names for future reference.

Establishing clear responsibilities and securing commitment from the group members is vital for the successful implementation of the pilot. By clearly defining tasks and assigning them to individuals who are willing and capable of fulfilling them, the group can ensure a coordinated and efficient execution of the plan.
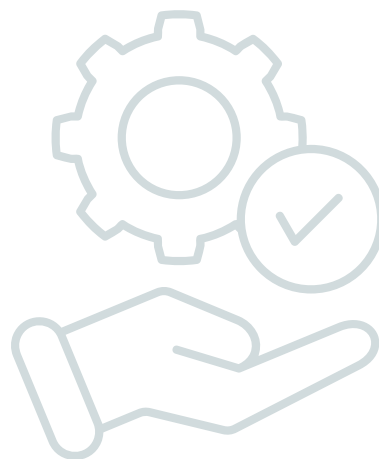
CLOSING AND FEEDBACK

Duration:	Allocate 10 minutes for this segment

Instruction:

1. The lab manager wraps up the workshop and provides information on the next steps in the lab process.
2. Gather feedback from each participant on Workshop 2, using methods like Mentimeter, chat function, or verbal communication.
3. Listen actively to participants' feedback and take note of their suggestions, thoughts, and concerns.
4. Address any immediate questions or concerns raised by participants.
5. Ensure participants have a clear understanding of their roles and responsibilities in the self-organized pilot teams.
6. Conclude the workshop by expressing appreciation for participants' engagement and contributions.

Gather feedback, clarify doubts, and ensure a clear understanding of roles before transitioning to the self-organized phase of the pilot teams.

WORKSHOP 3

WORKSHOP 3
Intro

Welcome to Workshop 3 of the Social Lab process! Workshop 3 offers again an engaging and interactive short online format. The workshop includes a welcoming and warm-up session, followed by 3 focused working sessions and a closing session, spanning a total of 3 hours.

In this workshop, our primary goal is to reflect, critically discuss, and collaboratively evaluate the impacts and effects of the Social Lab pilots. We aim to build upon the progress made in the previous workshops and achieve the following subgoals:

1. Conclusion of the Pilot Phase: We will bring the pilot phase to a close and reflect on the outcomes and accomplishments of each pilot team.
2. Exchange of Experiences: Pilot teams will have the opportunity to share their experiences, challenges, and results with other teams. This exchange of knowledge and insights will foster crosslearning and provide a broader understanding of the overall Social Lab process.
3. Scaling Up Opportunities and Exploitation Options: We will explore potential opportunities for scalin g up successful pilots and discuss various options for exploitation, ensuring that the impact of the pilots extends beyond the lab itself.
4. Identification of Future Collaborations: We will actively identify potential collaborations for future initiatives, recognizing the value of building on existing partnerships and leveraging the collective expertise within the lab.

It's important to note the non-goals of Workshop 3, as our focus will primarily be on reflection, evaluation, and future possibilities:

1. Prototyping of Management Plan: Workshop 3 is not intended for the detailed planning of management plans for future collaborations. Instead, we will be evaluating the outcomes of the pilots already implemented.
2. Detailed Plan of Scaling Up Opportunities and Exploitation Options: While we will explore scaling up opportunities and exploitation options, this workshop will not involve the development of detailed plans for these aspects. Our focus will be on identifying and discussing potential avenues for future growth.

By keeping these goals and non-goals in mind, we can ensure that Workshop 3 provides a productive and focused environment for reflection, evaluation, and collaborative planning for the future of the Social Lab initiatives. Let's embark on this journey together and make the most of our time together in Workshop 3!

WELCOME AND OPENING (5 min)

WARM UP (15 min)

SESSION 01 (80 min)
Presentation and Reflection of Pilots

SESSION 02 (20 min)
Impact Assessment

SESSION 03 (35 min)
Sustainability and Exploitation

CLOSING
(Duration at own discretion)

In case other labs have been running in parallel, it can be beneficial to engage participants from these labs in Workshop 3. By inviting participants from other labs, we can foster cross-pollination of ideas and facilitate collaborative learning across multiple Social Lab initiatives. Lab managers should consider reaching out to their counterparts in parallel labs and extend invitations to relevant participants to join Workshop 3. This will create a diverse and inclusive environment that promotes knowledge sharing and strengthens the overall Social Lab network.

Step-by-Step Guide

Adapt the guide and presentation to fit the specific context and needs of the workshop.

■ WELCOME AND OPENING

Goal:	Welcome participants to the workshop
Method:	Conduct presentation
Material:	PowerPoint presentation.
Duration:	5 min

Instruction:

1. Explain the purpose of the session, which is to ensure everyone understands the workshop goals and agenda.
2. Clearly state the workshop goals, emphasizing the desired outcomes and what participants can expect to achieve.
3. Present the workshop agenda, highlighting the different sessions and their durations.
4. Transition smoothly to the next segment of the workshop, taking note of any important announcements or reminders.

■ WARM UP

Goal of session:	Create a comfortable atmosphere and support participants in warming up for the next sessions.	**Method:**	Ice breaker
		Duration:	15 minutes

Instruction:

1. Introduce the session by briefly explaining its purpose, which is to create a relaxed and welcoming atmosphere to help participants get to know each other better.
2. If there are external participants, such as those from parallel labs, provide an opportunity for them to introduce themselves. Allocate a few minutes for each external participant to share their name and a brief background if necessary.
3. Begin the ice breaker activity by asking one participant after the next to share their name, how they are feeling in a few words, and what they see when looking out of the window.
4. Ensure that each participant has a turn to share, allowing for an inclusive and equal participation.
5. Keep the ice breaker activity flowing smoothly, ensuring that participants have enough time to share without exceeding the allocated duration.
6. Transition smoothly to the next session, setting the tone for active participation and collaboration.

Adapt the session guide and ice breaker activity to suit the specific context and preferences of the participants.

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Goal of session:	All participants learn about what happened in each pilot and critically reflect on the experiences.
Method:	1. Presentation 2. Reflection round
Material:	1. Miro board 2. Sticky notes in green and red
Duration:	80 minutes

Instruction:

1. Allow each pilot host to give a catchy presentation, sharing their screen, videos, pictures, or any other relevant materials that help illustrate their pilot effectively.
2. During the presentation, encourage the pilot host and their team to discuss what worked well, what did not work, the achievements they had, any pitfalls or challenges encountered, and the lessons learned throughout the pilot.
3. As the moderator, share your screen and take notes on the Miro board, capturing the key points, insights, and reflections from the presentation.
4. After the presentation, open up a reflection round in the plenary session.
   - Encourage participants to share their perspectives on the experiences presented.
   - Prompt the participants to identify any similar experiences they have encountered in their own work or projects.
   - Facilitate a discussion to highlight specific aspects of the pilots that are particularly interesting or relevant to the participants.
5. Use sticky notes in green and red on the Miro board to allow participants to provide positive feedback and highlight areas for improvement or further exploration.
6. Ensure that all participants have an opportunity to contribute to the reflection round and encourage active participation and discussion.
7. Summarize the main points and insights that emerged during the reflection round, emphasizing the shared experiences and lessons learned.
8. Conclude the session by expressing gratitude to the pilot hosts for their presentations and to the participants for their active engagement in the reflection process.
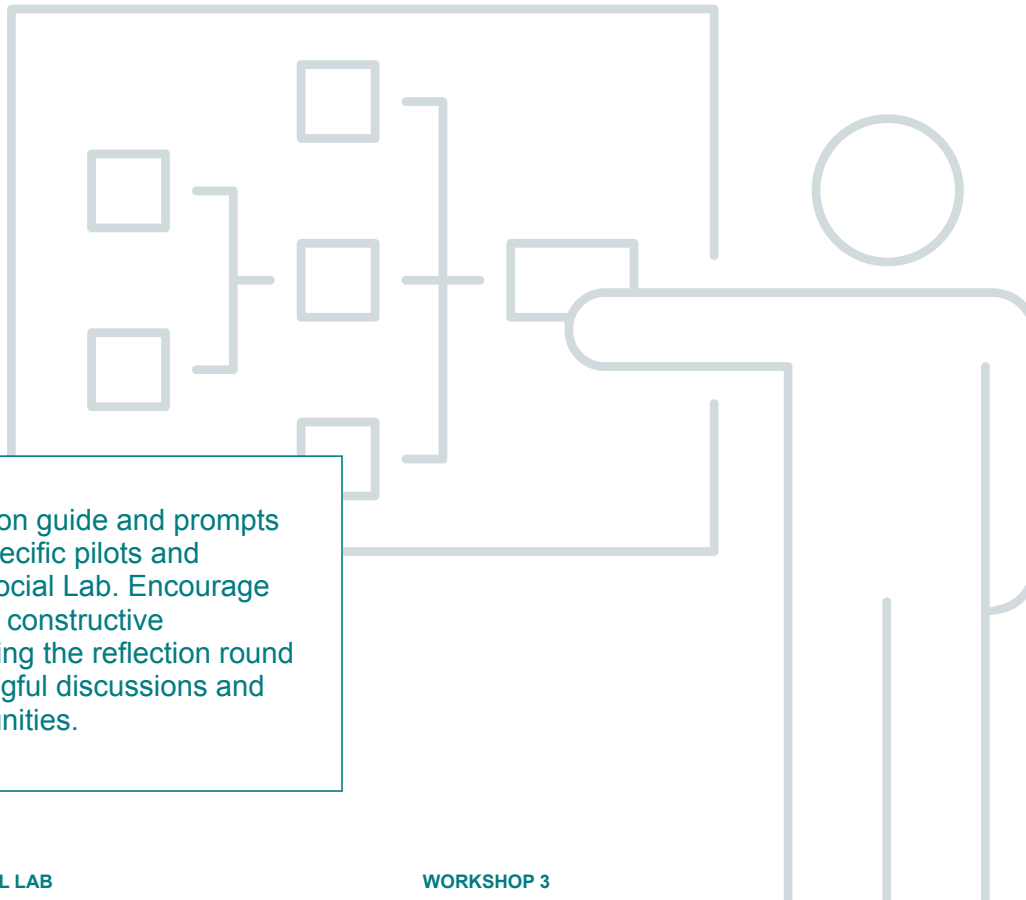
Adjust the session guide and prompts based on the specific pilots and context of the Social Lab. Encourage a respectful and constructive atmosphere during the reflection round to foster meaningful discussions and learning opportunities.

SESSION 02: IMPACT ASSESSMENT

Goal of session:	Visualise the (potential) impacts of the pilot.
Method:	Impact visualisation
Material:	1. Impact assessment grid 2. Virtual sticky notes in one colour per pilot
Duration:	20 minutes

Instruction:

1. Before the session, prepare an impact assessment grid on Miro that outlines different relevant impact sections. These sections can include personal impact, institutional impact, national impact, or any other impact areas specific to the pilot. Adapt the grid to suit your specific needs.
2. Ask participants to work individually and in silence. They position their assessment on the impact assessment grid and make notes on sticky notes. Each pilot should have a separate colour for their sticky notes to maintain clarity.
3. After the participants have had time to assess and make notes, the moderator asks for a few comments or observations regarding the impacts identified by the participants. Encourage participants to share their thoughts, insights, and questions related to the impacts of the pilot.

The impact assessment grid and the specific impact sections can be customized based on the nature of the pilot and the goals of the Social Lab. The purpose of this session is to visualise and gather input on the potential impacts of the pilot.

Goal of session:	Make pilot results sustainable and identify opportunities for scaling up and exploitation of results.
Method:	1. Group work 2. Brainstorming 3. Presentation
Material:	1. Empty Miro board or similar virtual collaboration tool 2. Sticky notes
Duration:	35 minutes

Instruction:

1. Introduce the session by explaining the importance of sustainability and exploitation of pilot results. Emphasize the goal of identifying opportunities for scaling up and maximizing the impact of the pilot.
2. Divide the participants into mixed groups, ensuring diverse perspectives and representation in each group.
3. In their respective groups, participants discuss possibilities for the sustainability of the pilot. They brainstorm ideas for scaling up the pilot and explore other options for exploiting the results. Encourage participants to think creatively and consider various angles such as partnerships, funding opportunities, policy implications, and knowledge dissemination.
4. Participants also identify potential future collaborations that could enhance the sustainability and impact of the pilot. They should decide on the next steps or actions to be taken to pursue these collaborations.
5. After the group discussions, allocate time for each group to present their findings and recommendations. This can be done through a brief presentation or by capturing the group's ideas on the shared Miro board or similar platform.

The session aims to foster collaboration and generate innovative ideas for sustainability and exploitation of pilot results. The group work and brainstorming activities allow participants to leverage their collective knowledge and expertise. The presentation of results helps in sharing insights across the participants and facilitates potential collaborations. The session duration may vary depending on the complexity of the pilot and the number of groups involved.

CLOSING

Goal of session: Provide a structured conclusion to the workshop and summarize key outcomes and next steps.

Method: Refer to the „Closing Workshop 1" session guide.

Duration: Allocate an appropriate amount of time based on the complexity and length of the workshop.

Instruction:

Follow the steps outlined in the „Closing Workshop 1" session guide to ensure a comprehensive and effective closing session.

It's time to express gratitude to your participants and kick off a brief closing ceremony. You can invite everyone to stand up, unmute their microphones, and join in a collective round of applause.

By reaching this point, you've not only mastered your virtual Social Lab but also played a vital role in shaping innovative solutions!
Well done!

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